

DOCUMENT RESUME

ED 146 #24

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CE 013 566

TITLE A Pre-Vocational Developmental Program for Georgia's Area Vocational-Technical Schools.

INSTITUTION Athens Area Vocational-Technical School, Ga.

SPONS AGENCY Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.

PUB DATE 1 Jun 77

NOTE 77p.; Appendix 5 was missing from document prior to printing

EDRS PRICE MF-\$0.83 HC-\$4.67 Plus Postage.

DESCRIPTORS Communication Skills; Educational Counseling; Guidance Counseling; *Guidance Services; Instructional Materials; *Occupational Guidance; Post High School Guidance; Post Secondary Education; Program Administration; Program Descriptions; Remedial Courses; Remedial Mathematics; *Remedial Programs; *Student Placement; *Technical Education; *Vocational Education

IDENTIFIERS *Georgia

ABSTRACT

A model program was developed to provide remedial experiences that would allow individuals who fail to meet minimum entrance requirements for postsecondary vocational education to reach an acceptable level for admission into regular programs. The project encompassed three major areas of instruction: vocational/technical mathematics, vocational/technical communications, and vocational guidance. Entering students took a Test of Adult Basic Education (TABE) and participated in an intake interview designed to set individual goals and develop an individually prescribed curriculum which could contain instruction in either or all of the three major curriculum areas. At the end of the individually prescribed program (approximately six weeks) the individual was re-evaluated with possible options of entry into a regular program, placement in an evaluation lab, referral to an outside agency, or recycling through the prevocational lab. During the first year's operation 106 people were served. Of these, fifty-eight completed their work and met required scores upon posttesting, with twenty-six enrolling in regular programs and thirty-two being placed on waiting lists for their particular program. Forty-eight students dropped out of pre-tech before completion. (Instructional materials used in the program are described, and charts, comparative tables, and statistical data on the students are included.) (EL)

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A PRE-VOCATIONAL DEVELOPMENTAL
PROGRAM FOR GEORGIA'S AREA
VOCATIONAL-TECHNICAL SCHOOLS

June 1, 1977

by: Athens Area Vocational-Technical School

Kenneth C. Easom - Project Director

Evelyn Brooks - Language Arts

Charles Knapper - Mathematics

Glenn Lerch - Guidance, Operational
Aspects

Eddie R. Scotland - Project Evaluation and
Follow-up

Pearl Slusher - Management System,
Statistical Data

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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INTRODUCTION

The key to Georgia's National prominence in Post Secondary Vocational Education is, and has been, a quality graduate. As in the production of any quality product, one must start with raw material that contains the potential to become the desired outcome.

Athens Tech realized that students entering its occupational programs came with a tremendous variety in academic abilities, ranging from the early school dropout to the college graduate. Obviously, some had the innate and academic ability to become successful, but many did not. It was for these projected non-succeeders that the Pre-Tech Developmental Program was designed.

It is the intent of this program to provide the academically disadvantaged student with the basic skills necessary to achieve successfully in the occupational program of their choice. This report will indicate, based on field test data, that the model Pre-Tech Developmental Program at Athens Tech is a useful and viable strategy for Post Secondary Vocational Education.



STATE OF GEORGIA
DEPARTMENT OF EDUCATION
OFFICE OF ADULT AND VOCATIONAL EDUCATION
STATE OFFICE BUILDING
ATLANTA 30334

JACK P. NIX
State Superintendent of Schools

RUSSELL S. CLARK
Assistant State Superintendent

April 16, 1976

Dr. Charles McDaniel
Superintendent
Clarke County Board of Education
P. O. Box 1708
Athens, Georgia 30601

Dear Dr. McDaniel:

The Georgia State Board for Vocational Education has approved and authorized the adoption of the "Individualized Prescriptive Pre-Vocational Developmental Program" for field-testing and further development by Athens Area Vocational-Technical School. The Office of Adult and Vocational Education is very pleased to have the opportunity for this innovative project to be implemented by Athens Tech. The further development and refinement of this program by Athens Tech in conjunction with OAVE personnel should provide a valuable tool for all of the area schools in the State.

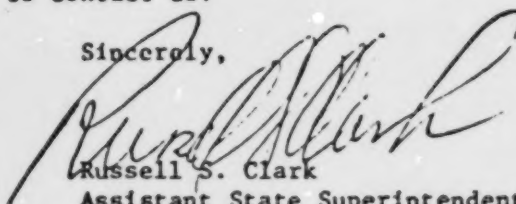
The Division of Program and Staff Development will act as the administering agent for this project. Dr. Gene Bottoms is the Director of the Division of Program and Staff Development. All request for reimbursement should be sent to that office. In addition, I am asking that Paul Scott of Dr. Bottoms' staff and John Lloyd from Area Schools plan the implementation of the program with your staff. Care must be taken to stay within the legal constraints of school admissions guidelines and preadmission activities.

I have enclosed three copies of the Grant Award Contract. This Grant Award Contract is contingent upon your approval. When approved, please sign all three copies. Keep one copy for your records and return two signed copies to Mr. Paul Scott, Georgia Department of Education, Office of Adult and Vocational Education, Room 258, State Office Building, Atlanta, Georgia 30334.

Dr. Charles McDaniel
Page Two
April 16, 1976

I wish to you and your staff the very best in this important endeavor.
If the Office of Adult and Vocational Education can be of any assistance
to you, please do not hesitate to contact us.

Sincerely,



Russell S. Clark
Assistant State Superintendent of Schools
Office of Adult and Vocational Education

RSC:mm

cc: Dr. Gene Bottoms
Mr. Al Jones
Mr. John Lloyd
Mr. Paul Scott
Mr. Robert Shellnut

STATE OFFICE BUILDING
ATLANTA, GA. 30334

GRANT AWARD CONTRACT

1. NAME AND ADDRESS OF GRANTEE (No. and Street, City,
State, & Zip Code)

Athens Area Vocational-Technical School
U. S. Highway 29, North
Athens, Georgia 30601

3. PROJECT NO. 1010
4. GRANT NO.
5. PERIOD OF GRANT (Mo., Day, Year)
A. From B. To
4/15/76 6/30/77

6. Date Approved by State Board of
Education

PROJECT TITLE:

The Adoption of an Individualized Prescriptive
Pre-Vocational Developmental Program for
Georgia's Area Vocational-Technical Schools

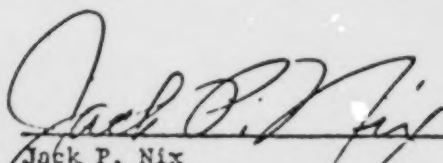
7. Source of Funds Part C (VoEd Resea

Work Unit	Fund Code	Amount
4130	662232	12,000
Total Grant		\$ 12,000

8. SCOPE OF WORK AND/OR SPECIAL CONDITIONS:

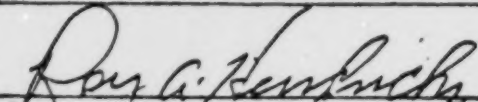
8. GRANT AWARD IS:
A. ☒ New B. ☐ Revi

To provide for both development and remediation of basic education skills for individuals enrolling in various programs of the area vocational-technical schools, a model program of individualized instruction in basic education will be adopted and adapted by Athens Vocational-Technical School. This model will be based on the use of the materials and concepts of the Individual Prescribed Instruction Program for Adults. The prime features of the program are: careful assessment of the individual's existing basic education skills, a prescription to correct or improve existing deficits and individualized learning activities to insure the attainment of the proper level of the skills needed for success in a vocational-technical program. (Additional project details are attached.)


Jack P. Nix
State Superintendent of Schools

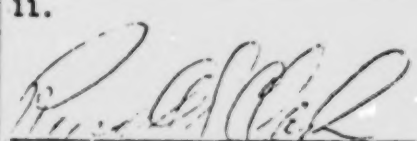
APR 8 1976

Date


Roy A. Hendricks, Chairman
Georgia Board of Education

APR 8 1976

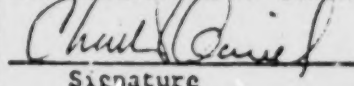
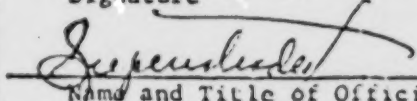
Date

11. 
Russell S. Clark
Assistant State Superintendent of Schools

Prepared
PS
Initials
4/8/76

Date

13. ACCEPTANCE OF CONTRACT:


Charles Daniel
Signature
4/8/76
Date

Name and Title of Official
Authorized to Accept Contract

GRANT BUDGET

SYSTEM NO. 1010 SYSTEM NAME Clarke County
 PROJECT NO. Athens Tech IPI
 PROJECT Athens Tech IPI PROJECT PERIOD From 4/15/76 To 6/30/77
 STATE USE ONLY: Budget Unit 5-8 Line Number 9-11

Ine	Description	State Use Only FRC	Budget Amount	Amendments	New Budget
4				12-18	12-18
5	Part-Time Salaries			19-23	19-23
11	Travel			26-32	26-32
13	Instructional Supplies		9,000	33-39	33-39
15	Equipment		2,000	40-46	40-46
18	Consultants		500		
19	Final Report		500		
20	Other Costs			66-72	66-72
99	Total		12,000	85-92	85-92
				93 A	

Submitted by: Charles K. Smith
 (Signature of System Superintendent)

Date: 4-21-76

FOR STATE USE ONLY	
Approved:	Date
Approved:	Date

Distribution — White to OAVE Grant Accounting, Blue to OAVE Division, Yellow to local system, Green—initiating copy retained.

Form 0598 July 1975

TITLE: The Adoption of an Individualized Prescriptive Pre-Vocational Developmental Program for Georgia's Area Vocational-Technical Schools.

TRANSMITTED BY: Athens Area Vocational-Technical School
U. S. Highway 29, North
Athens, Georgia 30601

DURATION OF PROGRAM: April 15, 1976 - June 30, 1977

Activities or Procedures - The project shall provide remedial experiences that will allow individuals who fail to meet minimum entrance requirements to reach an acceptable level for admission into regular programs. The project shall encompass three major areas of instruction: vocational/technical mathematics; vocational/technical communications; and vocational guidance.

Expected Contribution - The described approach will allow the academically disadvantaged student to gain sufficient skills to have a reasonable chance of success in regular occupational programs. The project will also provide additional support to existing programs in the form of a referral source for individual students.

Objectives: To adopt a model that will:

1. Provide ready-access of remedial education to those individuals who fail to meet minimum standards for entry into regular programs. This shall be accomplished by utilizing the IPI and IRIS Instructional Management Systems published by the Rehabilitation Research Foundation.
2. Make available vocational guidance services in order to assist the individual in: (1) assessing vocational opportunities and choices compatible with his interests, abilities, aptitudes and attitudes; (2) exploration and investigation of potential career options; (3) understanding the ramifications of potential opportunities in terms of his personal and public life; and (4) interpersonal skills in job attainment and performance. These objectives will be accomplished by adopting and modifying the Adult Guidance Model developed by Athens Tech.
3. Provide both remedial and guidance services to individuals who are referred directly from the admissions office as well as those referred from regular programs.
4. Provide all services beginning on any given day that a student need arises.
5. Allow for appropriate exits for individuals served by the program.
6. Maintain adequate records for program and product evaluation.

Requirements:

1. Minimum entry standards are to be established for each occupational program based on the Test of Adult Basic Education (TABE).
2. The program must operate in an "open lab" atmosphere which allows for flexible scheduling.
3. All project personnel shall be formally trained in the utilization of the project management system and materials.
4. The lab should be available for student use in accordance with normal school operating hours.
5. All programs of instruction will be developed on an individualized basis.
6. All individuals leaving the program shall have an additional option of assistance in continuing his education or occupational endeavors.
7. An evaluation and follow-up study will be conducted for all student participants during the project year.

8. A summary final report of the model will be developed to include: the model itself; the operational system; and the results of the follow-up.

9. The project will be of a nature to allow for copy and dissemination to other institutions.

Plan: (Refer to System Chart Attached)

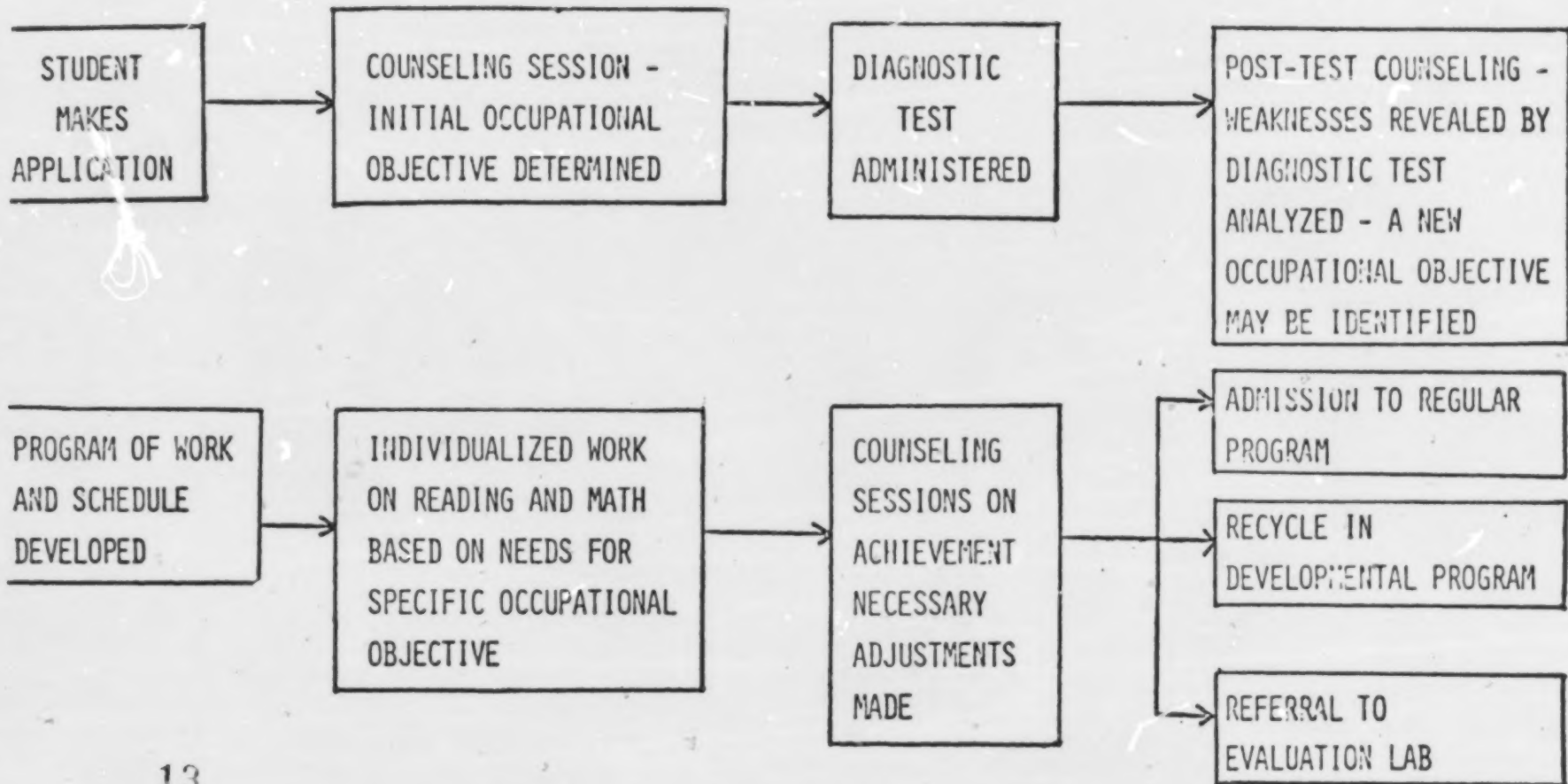
All new entering students shall be required to take the TABE to determine if they meet the minimum levels of Basic Education competency needed in their program choice (#4). On the basis of this test and an admissions interview and other admission criteria (#5), the student will be accepted to school in one of the four categories charted: admission in good standing (#7); admission on probation (#8); admission to the evaluation lab (#10); or, admission to the pre-vocational lab (#9). These assignments shall be made on the basis of pre-determined standards that shall be developed in the planning stages of the model.

After assignment to the pre-vocational program, each individual will participate in an intake interview designed to: (a) set individual goals and objectives; (b) orient him to the system; and, (c) develop an individually prescribed curriculum to assist him in meeting these goals. The individually prescribed curriculum would contain instruction in either or all of the major curriculum units (Mathematics - #12, Communications - #13, and Guidance - #14).

Periodic reviews would be held on a regular basis to determine student/program progress. At the end of the individually prescribed program, the individual will be re-evaluated in order to define his future options (#15). The possible options are: (a) entry into a regular program (#16); (b) placement in the evaluation lab (#17); (c) referral to outside agency (#18); and (d) re-cycling through the pre-vocational lab (#19).

STUDENT ACTIVITIES
DEVELOPMENTAL PROGRAM

-10-



TIME SCHEDULE

April 15 - June 30, 1977

Phase I

April 15 - May 1

1. Installation of equipment and materials
2. Workshop for project personnel

Phase II

May - September 15

1. Faculty and staff orientation
2. Implementation
3. Evaluation of in-lab progress by students
4. Follow-up of lab graduates
5. Operational review and corrections

September 16 - June 1, 1977

1. Field test revised system

June 1 - June 30

1. System corrections
2. Final report

BUDGET

	<u>Project</u>	<u>Local</u>
A. Personnel		
1. Special Ed. Inst.		11, 112. 00
2. Consultant	500	
B. Instructional Materials	8, 500	
C. Operating Supplies	500	
D. Equipment	2, 000	
E. Final Report	<u>500</u>	
	12, 000	<u>11, 112. 00</u>

II OPERATIONAL ASPECTS

A. STUDENT ADMISSIONS:

Students admitted into Pre-Tech are channeled from four basic sources: student personnel services, community agencies, the work sample evaluation center, and regular in-school program referrals. The majority of the students are referred from student personnel services.

The combined efforts of the student personnel staff and the teaching staff have resulted in the development of highly predictive entrance criterion for each training course. The student personnel office used the General Aptitude Test Battery for predicting student success in completing any given course of study. Each student is evaluated in terms of his/her sub-test scores on the G.A.T.B., an interview, transcripts, work experience and other standardized test scores. Those students whose G.A.T.B. scores fall below the minimum entrance requirements established for their selected course are candidates for Pre-Tech.

Those candidates are referred to the Work Sample Evaluation Center Recruiter for an interview, an interpretation of G.A.T.B. scores, and orientation to the Pre-Tech program, and are then scheduled for further diagnostic tests. The maximum time span any student waits between the interview with the Work Sample Recruiter and additional testing is two weeks. The student is given six achievement tests on a Friday and is able to begin

Pre-Tech on the next Monday.

The following are the general aptitude scores used for predicting success in completing a regular training program. The scores were established by both the individual instructors and the student personnel service office. Score development was based upon scores on the same test of previous students who either successfully completed a training course or those who did not, due to academic reasons.

G. A. T. B. STANDARDS FOR
REGULAR PROGRAM ADMISSIONS

Auto Mechanics	G	85	
Body/Fender	G	85	
Accounting	G	90	N 95
Secretarial	G	90	
Clerk-Typist	G	85	
Legal Secretary	G	95	
Medical Secretary	G	95	
Child Development	G	90	
Cosmetology	G	85	
Data Processing Technology	G	95	
Drafting and Design Technology	G	95	S 110
Electrical Construction and Maintenance	G	85	
Electro-Mechanical Engineering Technology	G	95	
Electronic Technology	G	95	
Food Service	G	90	
Heating Refrigeration and Air Conditioning	G	90	
Marketing and Management	G	90	N 90
Machine Tool Technology	G	90	
Medical Assisting	G	95	Age 18
Practical Nursing	G	95	Age 18
Office Machine Repair	G	90	
Research Lab Technology	G	95	
Welding	G	85	
Operating Room Technology	G	95	Age 18

Community agencies also refer people to be served by the Pre-Tech program. The most active agencies sending students to the program are Vocational Rehabilitation, high school counselors from within the service area, the Department of Labor, private rehabilitation facilities, the Department of Probation and Parole, the various mental health agencies, and the Youth Development Center. Solid public relations efforts have given these agencies, and others, specific information as to the various services offered by the Pre-Tech program, and the target population to be served.

The community agencies refer their people to the Evaluator in the Work Sample Evaluation Center. These people are given the same consideration as the referrals from student personnel services. Each person who has not been given the General Aptitude Test Battery and the achievement test, if needed, is scheduled in the same manner as the student personnel referrals. Some agencies have included the same diagnostic achievement tests used by Pre-Tech into their testing program so that the persons can begin Pre-Tech the day he/she is referred. Upon completion of the Pre-Tech program, individual reports must be sent back to these agencies so they are informed in regard to the progress and disposition of the person they referred.

The Work Sample Evaluation Center in the school has a student population who is also served by the Pre-Tech program. These people have been given both the aptitude and achievement tests as a part of their initial evaluation. When a work sample student could benefit from either the entire services, or a portion of the Pre-Tech services, a prescription is written for that student. The student will then spend a block of time in the Pre-Tech program

so that he/she can work to reach their academic goal as well as their skills goal in the single skills lab.

In the majority of cases, these persons benefit most from the mathematics training or up-grading rather than the vocabulary, English mechanics and spelling modules.

Pre-Tech students are also referred by the instructional staff. While training regular in-school students, instructors will identify some pupils as having either specific academic problems, general achievement problems or problems with career decisions, interest and/or motivation. When these problems occur, the instructor refers the student to the Evaluator of the Work Sample Center. The instructor fills out the in-school referral form which identifies the problem, or problems, and lists the specific times during the normal day that the student is available for help.

When an academic problem is discovered, the student is scheduled to take the portions of the achievement test which will identify the specific difficulties he/she is having. A normal prescription is written for that student and the student is given an orientation to Pre-Tech. The student then spends his/her available time blocks in Pre-Tech working to strengthen the discovered weakness'. While the student is working to reach that goal, he/she remains in the regular training program and the Pre-Tech services are viewed as supplemental training.

Students having problems with career decisions, interest and motivation are also referred to the Evaluator. The student is then scheduled for guidance

and/or counseling during their available time blocks. As mentioned before, the student remains in their training program and the Pre-Tech services become "helping intervention" rather than "helping interference". (Appendix #1 - In School Referral Form)

B. DIAGNOSTIC TESTING:

As mentioned before, each student is given the General Aptitude Test Battery and must attain a minimum score on specific sub-tests in order to directly enter a training course. These scores are published on page fifteen of the school catalog and this policy is explicitly explained during the administration of the test. Both the purpose of the test and the placement results are fully elaborated upon for each student during the administration of the G. A. T. B. It is also explained that the persons who are identified by the student personnel office as being in need of achievement up-grading will be interviewed by the Work Sample Evaluation Center Recruiter within two weeks. Each student is made aware that the objective of this interview is to interpret the aptitude test scores to the individual, to give the individual an orientation to the Pre-Tech program and to schedule the student for a comprehensive achievement test battery.

During that interview the student is scheduled to take the California Test of Adult Basic Education within the next two weeks. A specific time and date for testing is given to the student as well as a list of areas that will be measured and the time frames for each sub-test. All questions are

answered. A letter is also sent to each student reinforcing the information and testing times and date which was conveyed during the interview. (Appendix #2)

On the Friday that the student is tested, a thorough explanation of the California Test of Adult Basic Education is given. The students are told that six achievement sub-tests will be given and that the total battery will identify their individual weaknesses in Vocabulary, Reading, Math Reasoning, Math Fundamentals, English Mechanics, and Spelling.

Below is the chart of the pilot entrance scores for each of the six achievement areas in reference to the twenty training areas. It must be understood that these scores are only pilot levels and should be flexible to adjustment in accordance with the follow-up data.

	Vocab.	Reading	Math Reasoning	Math Funda.	English Mech.	Spell.
Auto Mechanics	7	7.5	7.5	7.5	7	7
Body/Fender	7	7.5	7.5	7.5	7	7
Business Education	8.5	8.5	8	8	8.5	8.5
Child Development	8.5	8.5	8.5	8.5	8.5	8.5
Cosmetology	8.0	8.0	8.0	8.0	8.5	8.0
Data Processing	9	9.5	9.5	9.5	9	9
Drafting and Design	9	9	9.5	9.5	9	9
Electricity	8	8.5	8	8.5	7.5	7.5
Electro-Mechanical Tech.	9	9.5	9	9.5	9	9
Electronics	9	9.5	9	9.5	9	9
Food Service	8	8.5	8	8.5	8	8
Heating/Air Conditioning	8.5	8.5	8.5	8.5	8	8
Practical Nursing	9	9.5	9	9	9	9
Machine Tool Technology	9	9.5	9	9.5	9	9
Marketing/Management	9	9	9	9	9	9
Medical Office Assistant	9	9	9	9	9	9.5
Office Machine Repair	8.5	8.5	8.5	8.5	8	8
Operating Room Tech.	9	9.5	9	9	9	9
Research Lab Tech.	9	9.5	9	9	9	9
Welding	7	7	7	7.5	7	7

Post-testing is initiated after academic intervention. When a student completes his/her prescribed modules in any area, he/she becomes eligible for post-testing. The post-test is administered every two weeks and students who are eligible can be re-tested in any or all of the six areas.

To reduce the effect of item learning and re-test effect rather than concept learning, four forms of the C. T. A. B. E, Level D, are used for both pre- and post-testing. Thus, a long term student will only retake any given form once in every two month period.

C. STUDENT SCHEDULING:

Scheduling of the pre-test students is arranged on the Friday that the C. T. A. B. E. is taken. The schedule is set for the convenience of each individual student in accordance with the students' home commitments, work schedule and amount of time he/she is willing to invest. Transportation to school is also a frequent consideration. The schedule is flexible so as to meet the changing needs of students.

Pre-Tech services are offered from 8:30 a.m. to 9:30 p.m. four days a week, and from 8:30 a.m. to 4:00 p.m. on Fridays. On testing day each student is told that there are various time blocks for attendance: 8:30 a.m. to 11:30 a.m., 12:00 p.m. to 3:00 p.m., 2:00 p.m. to 5:30 p.m. and 6:00 p.m. to 9:30 p.m. The student is asked to select one, or any number of convenient time blocks which fit his/her needs. They also select which days they will attend. Some students from counties within the service area ride

county school buses and must attend from 8:30 a.m. to 3:00 p.m. It is explained that schedules can be altered if necessary, but the student is expected to maintain consistent attendance within his/her selected schedule.

After students select their preferred schedule blocks, they are started in reference to the instructor who will work with them. They are told who their instructors will be, and that the instructor will send them a letter informing them of their particular starting date. Thus, the responsible instructor can control his/her work load without being ineffectively overworked. If necessary, a waiting list can be established for any of the four service periods. The student is expected to begin work on the indicated date and time which is stated in the letter. (Appendix #3)

The more productive time the student invests in his/her "weakness area", the faster the student will reach the necessary goals for entrance into his/her selected training area.

D. REGULAR PROGRAM ENTRY:

Once the student has up-graded the weak achievement areas, and has reached the achievement goals established for his/her selected course, the student is then ready to enter regular school. The student is referred to the student personnel office for direct admission to the selected regular training program.

A form is used as a summation record of the activities and progress each student has made. The form reflects the students' G. A. T. B. scores and the date that test was taken, the initial C. T. A. B. E. scores, the attained

C. T. A. B. E. scores, the hours invested in Pre-Tech, the desired training course, the minimum entrance scores for that program and any other relevant information. (Appendix #4)

A most significant finding should be pointed out and looked at. Entrance into any training area is contingent upon the availability of a vacant seat in that particular course. Some courses begin new students only in the fall quarter, some at the beginning of each new quarter and some courses can accept new students on any given day. Some courses have very lengthy waiting lists. In order to deal justly with each Pre-Tech student, and to avoid penalizing a student for achievement weaknesses, the student personnel office has implemented a firm policy. This simply states that if a Pre-Tech student is to be placed on a program waiting list, the "entrance date" used will be the date the student took the G. A. T. B. and not the date the student completed the Pre-Tech program.

III INSTRUCTIONAL PROGRAM

A. MANAGEMENT SYSTEM

The students who come to Pre-Tech have vastly varying abilities and backgrounds. The charts showing the ranges of pre- and post-test high and low scores support this statement. Some students have merely forgotten math and language rules, while others have not, for instance, learned their multiplication tables. The only way to work with such a diverse population is through individualized instruction.

The difference between individualized instruction and group or classroom instruction is clearly illustrated by John Carroll (1963). "If students are normally distributed with respect to aptitude for some subject and all students are given exactly the same instruction (the same in terms of amount and quality of instruction and learning time allowed), then achievement measured at the completion of the subject will be normally distributed. Under such conditions the correlation between aptitude measured at the beginning of the instruction and achievement measured at the end of the instruction will be relatively high (typically about $+ .70$). Conversely, if students are normally distributed with respect to aptitude, but the kind and quality of instruction and learning time allowed are made appropriate to the characteristics and needs of each learner, the majority of students will achieve mastery of the subject. And, the correlation between aptitude measured at the beginning

of instruction and achievement measured at the end of instruction should approach zero."

Individualized instruction has many facets which make it the best learning system in a program of this type. Learning is self-paced; students proceed through the prescribed material at greatly different rates. There is constant feedback as students check their own answers to module lesson and module test problems. Students learn in small units; they must master one unit of instruction before moving to the next one. The instruction is student-oriented, not teacher-oriented, which provides for active student participation.

The management system adopted for the Pre-Tech program is the Individually Prescribed Instructional System (IPI) developed by Rehabilitation Research Foundation of University, Alabama. This management system is based on the California Test of Adult Basic Education (TABE), Forms 1 2, 3, and 4 for Math Reasoning, Math Fundamentals, English Mechanics, and Spelling. Although this test includes Vocabulary and Reading Comprehension, the IPI system does not prescribe material in these areas.

The instructional manual for the IPI system suggests five steps in the management operation: Interview, Diagnosis, Prescription, Management, and Evaluation. As previously described, students are interviewed by the Recruiter before their TABE pre-test. At the time of the pre-test, the students are informed of the minimum grade levels required for specific program entry, and their standing in relation to those grade levels.

Following testing, the TABE test sheets are handed to the members of the learning management team. Using the Modular Analysis of Learning Difficulties (MALD, Level D) the diagnosis step is completed by circling the number of each problem which were answered incorrectly in the four areas. A grade placement for each section is obtained by using the Grade Placement sheet for Level D. Separate grade placements can be determined for each of the following subsections:

1. Math Reasoning:
 - A. Knowing the Meaning of Numbers
 - B. Signs, Symbols, and Equations
 - C. Working Word Problems
2. Math Fundamentals:
 - D. Adding
 - E. Subtracting
 - F. Multiplying
 - G. Dividing
3. English Mechanics:
 - A. Capitalizing
 - B. Punctuating
 - C. Using Words Correctly
4. Spelling

Each of the previously mentioned subsections is further divided into

particular skill areas as can be seen on the MALD. Column C of the MALD lists a critical number which is used to determine whether a particular skill is to be prescribed.

The MALD is then used in conjunction with the Prescribing Catalog to write an individual's program of study. The Prescribing Catalog lists instructional material with pages or frame numbers corresponding to the skill involved. Generally, more than one resource is listed in each module with the preferred material first for each grade level. Column A on the MALD lists the priority order of prescription. When the program was first implemented, the Study Sheet provided by the Rehabilitation Research Foundation was used, necessitating the handwriting of each individual prescription. This caused the prescription process to be lengthy and laborious. Therefore, prescription sheets for math and language were devised to include all possible material for grade levels 6-10. (Appendix #5) The prescription sheets are arranged in the priority order designated on the MALD. Using the critical number and the determined grade placement level from the MALD, a prescription is made for each individual. The indicated learning module number from the Prescribing Catalog is circled in the column labeled Course Code. We find most students are exempt from at least one of the areas in math or English mechanics, and therefore, we do not need to prescribe in all categories. Also, the math teacher has included on the math prescription sheet material not listed in the Prescribing Catalog. He has supplemented available material for which we could not obtain when first

ordering. This supplementary material includes:

Vocational Math in Business, pages 81-86

Craig Reader: Positive and Negative Numbers

Craig Reader: How to Solve Simple Algebraic Equations

At the time Pre-Tech was started, the programed material had to be ordered from each publisher separately. Now, however, Rehabilitation Research has obtained the copyright to all necessary materials so that everything may be ordered from a single source.

When the new student arrives, he/she is given their prescription, shown where to locate the material, and instructed in the use of these programed books. The student is told to consult the instructor at any time he/she is having difficulty with any concept. If the student has difficulty with any particular material, he/she may be changed to another book or perhaps some audio-visual material. When the prescribed modular material has been completed, the student takes a short, untimed test based on the learning module. If the student is unsuccessful in attaining the score, he/she re-studies the material and takes that alternate form of the test. A record of the module test scores and the date completed is kept on the students prescription sheet.

The student is eligible to take the TABE post-test (form 1, 2, 3, or 4) upon completion of an entire prescription sheet, either math or English mechanics, or both. When the student reaches the required program scores, the student is sent with a statement of that fact to the admissions office.

If he does not attain required scores upon the first post-testing, a new study prescription will be written for the student.

The IPI learning management system provides for individual differences, both in concept to be learned and the grade level on which the individual is currently operating.

Currently, the Pre-Tech program has no specific prescription for the area of reading comprehension. Students not exempt in vocabulary use an audio-visual vocabulary study program. Materials used to develop reading comprehension are described in the reading and language section. The general procedure is to prescribe both an audio-visual program and a printed page reading program. The communications teachers intend to use in-service time this summer in developing a more comprehensive reading program which will also include reading and vocabulary in the training program manuals.

B. READING AND LANGUAGE MATERIALS

Each individual betrays their characteristics and feelings in strange ways. Everyone is aware of the identification methods by the use of fingerprints. Scientists have revealed that each person has individual "breathing curves"; and no two persons are alike in this respect. With this in mind the materials selected for the remedial language arts program were chosen to hopefully meet the needs of each person coming to the lab.

This portion of the final report will be devoted to a brief description

of the most frequently used materials in the language arts area of instruction.

Sessions for Self-Instruction In Basic Skills Series C-D and E-F, by Marvyl Doyle and Eileen Lothamer, is a series of programed materials on verbs, modifiers, and pronouns; capitalization; punctuation; and verbs: number and case. The pages for each lesson in these booklets are not numbered; instead, each lesson and each answer has its own number. You do not always go forward in this booklet; sometimes you go backward. Especially if you choose a wrong answer, you go backward to obtain a starting point for reviewing the items related to the questions you did not answer correctly. These booklets are designed to review or increase your knowledge in English grammar.

Programed English Skills, Commas, Capitalization, and Agreement of Subject and Verb, Second Edition, by MLI Associates, is a series of linearly programed English grammar skills used with the students in the project.

English 2200, English 2600 and English 3200, by Joseph C. Blumenthal, are linearly programed English grammar materials which teach sentence-building, correct usage, and punctuation. This material is broken into very small and carefully arranged steps through which you reason your way, on step at a time. There is no separation between explanation and exercise, as in other language textbooks; the two are tightly interwoven. Every step, or frame, calls for a written response, which requires both thinking and

concentration. The advantages of "reasoning your own way" instead of "being told" is a fact of the learning process since the day of Socrates.

Programs are constructed to prevent mistakes before they happen. The steps are so small and their arrangement so orderly that you are not likely to make errors. When an error occurs, you catch it immediately by turning the page for the answer. You are corrected before a wrong habit can become established. The psychologists call this "errorless learning". Another important factor in this method of instruction is what psychologists call reinforcement.

With this programed material, the student can advance at his own rate of speed. Since the student works by himself/herself, there is no need to wait for anyone else. Working at their own pace the student usually achieves a better command of the fundamentals of English in a much shorter time. Also the student usually develops the ability to think and concentrate in ways that will help him with other studies.

Science Research Associates, Composition in Action 1, by Ruth E. Reeves and Shirley W. Wiley, is a graded sequence of writing exercises. Composition in Action I is designed for students who enjoy putting their thoughts on paper, and for those who find writing a painful experience. It asks for writing in very small bits, thus pleasing those who find writing painful. It also asks for these small bits regularly, thus pleasing those who like to write. It asks the student to study and practice one point at a time, and it presents situations with which the student can identify.

Compositions in Action 1 begins by writing single sentences, then two and three sentence combinations, and finally six and seven sentences. As the student writes single sentences, groups of sentences, and paragraphs, he/she learns to construct and shape his/her writing within a clearly defined scope. By doing this, the student learns to communicate effectively with the reader - the aim of every skillful writer.

Individualized Usage and Composition, by George R. Beissel, is a practical worktext that is functional, relatively simple and worth the time and effort of its readers.

The writer found this book valuable in helping students avoid mechanical errors so often evident in composition. Nearly all students were able to complete the text with minimal help from the teacher. Most students found the diagnostic test at the end of the book helpful in pinpointing specific weaknesses.

Most students need to realize that the road to success in our society is achieved mostly by those who have a good command of what is known as Formal English. It is also important to know that "good English" is not usually an instantaneous response; it is acquired mainly through environment and through habits of usage.

Gateways To Correct Spelling, Revised, by Fred C. Ayer, begins by utilizing the 720 words that cause four-fifths of the spelling errors made by persons beyond elementary school age. In addition to the 720 words on the basic list, another list of words known to give spelling difficulty and

words pertinent to business, literature, and general correspondence which reflect significant principles and techniques of correct spelling and pronunciation, are also included for reinforcement.

Instead of stamping in the old mistakes by use of the same old letter-by-letter drill method, this book utilizes the whole word, hard spot study method. Studies by the Gilberts show that good spellers do not use the letter-by-letter repetition method. They first see the whole word; then analyze it, or large parts of it, to detect difficult or unusual spots; then with rhythmic sweeps of the eye from left to right, quickly fuse the several parts of the word into a unified whole. Merely printing hard spots, as Tireman has shown, is not enough. The learner's attention must be directed to them in a definite method provided for their speedy fusion into a unified view of the whole word. This text anticipates hard spots in spelling and provides additional exercises to remedy difficulties which may be peculiar to individual students.

Basic Spelling Skills: A Program for Self-Instruction, developed by Learning Technology Incorporated, Programers Vernon Buck and Theodore Rappaport, is designed to reduce correct spelling to what it is -- a tool to improve written expression. The special feature of Basic Spelling Skills is a program for self-instruction. A worktext and tapes provide the student with the practice needed to master the spelling of problem words. The learning technique used in the book asks for responses all along the way and requires the student to check his/her responses to see his/her progress;

the approach used is both realistic and practical. Spelling patterns are taught only if they work more than 50 percent of the time. Part two of the book deals with exceptions to spelling patterns and with "demon words" that are totally unrelated to any pattern.

Spelling by Principles: A Programed Text, by Genevieve Love Smith, is an auto-instructional course which is designed to teach remedial spelling efficiently. It is intended for college students who expect to get the most value for the time spent. This program provides for improving the student's present spelling, and also furnishes a basis for improved spelling throughout life because it provides for vocabulary growth.

Of the production of spelling books, there seems to be no end. From the famous Blue-Backed Speller of Noah Webster in 1783 to the ever-increasing number in our own time, books on spelling have been numerous and our exposure to them has been no different.

Wordcraft is a multi-media approach to rapid vocabulary building. It has been developed to teach a group of carefully selected words in an interesting and effective way as possible.

These words are essential to a good vocabulary. They are frequently encountered, but often misunderstood.

Workcraft 1 is the first of a planned series of vocabulary-building sets. All of the words in Wordcraft 1 are on relatively the same level of difficulty. In each succeeding set, the level of difficulty increases.

Workcraft 1 presents 300 words for study, utilizing three recordings and

a manual. There are thirty recorded lessons. Each lesson presents ten study words which are used in easily understood sentences. These sentences make up a story: factual narrative or a theme. The study word is heard or read in a sentence that is constructed in a way that makes it easy for the student to guess the meaning of the word. The sentence is then repeated, substituting one or two simple synonyms or definitions for the study word. A valuable feature of Wordcraft is that each study word on the script page is presented syllabically with diacritical markings. A Pronunciation Key for the markings is on the opposite page. Repeated exposure to Wordcraft should improve the students' ability to use the pronunciation keys in all standard dictionaries.

Wordcraft 2 presents 200 words for study, utilizing two recordings and a manual. The material is presented the same way as Wordcraft 1 and is designed to teach the same skills at an increased difficulty level.

The Plan Reading Program, Levels I through VI, is a multi-level reading program utilizing a complete and valid reading skill sequence. The full range of skills is presented sequentially in a programed instruction and audio-active response format. The student is placed at the proper level in the program based on results obtained from a pre-instructional test. He/she is led systematically through the program. The student responds orally to the aural and printed program stimuli.

Better Reading, Books 1, 2, and 3, by Elizabeth A. Simpson, each contains twenty selections for the student to use for reading improvement:

checking comprehension and improving vocabulary. Studies show that most people read too slowly and with too little understanding. Studies on reading improvement show that most people can increase their reading vocabulary, comprehension, and rate. However, these increases come only when people work systematically to become better readers. Almost everyone can improve his/her reading ability within four to seven weeks. Better Reading Books measure the student's reading rate, comprehension and vocabulary, and they give the student an up-to-date record of the student's reading progress.

Reader's Digest New Reading Skill Builder Program: Level 1-6, by means of dramatized, high-interest recordings, show reluctant readers the fun and excitement to be gained from reading. At the same time, these audio lessons help students acquire key skills which further promote the enjoyment of reading. Needless to say, a lesson consists of more than just the dramatic reading. Each lesson emphasises one vocabulary skill in particular.

After the student reads the story, the audio instructor guides him through exercises designed to build his/her vocabulary and measure his/her comprehension and reading skills. Since each recorded lesson does not repeat itself, most students learn to listen attentively, thus sharpening their ability to follow directions and comprehend the words of others.

Reader's Digest New Advanced Reading Skill Builder Program: Level 7-9 is designed to strengthen and promote reading and related skills for average,

slow, reluctant, and disadvantaged students in individual or group situations.

Each audio lesson emphasizes one particular skill: skimming, inferring, vocabulary, etc.

The audio lessons may be used to develop language facility in students with foreign-language backgrounds. The simultaneous seeing and hearing of the words helps the bilingual student learn inflection and intonation. At the same time, the student becomes familiar with new vocabulary as it appears in context.

Breakthrough, William D. Sheldon, et. al., is a reading program designed to meet the needs of students who have had considerable difficulty in learning to read and who still need instruction on a primary and intermediate grade level. This series is made up of the following books:

The Time Is Now and With It are intended for use with students who read at the second grade level.

Beyond the Block, intended for students reading on a fourth grade level, has topics of interest to adolescents.

The Cool World is designed for use by students who read on a fifth grade level. It has mature, fast moving stories which would interest the most sophisticated student.

The Big Ones is planned for the student who is in need of material at the adult level. It has been written on the sixth grade level in terms of difficulty.

SRA Reading Laboratory IIb is a power building reading lab with a three-fold function: (1) to broaden the scope and power of students reading, (2) to

develop vocabulary and word-study skills, and (3) to teach the reading-thinking skills necessary for increasing depth of comprehension and critical evaluation of what is read.

Each power builder consists of an illustrated reading selection and two sets of exercises. The selections cover a wide variety of subjects and have been adapted for placement within nine reading levels: 5.0 to 12.0.

SRA Reading Laboratories are developmental, multi-level learning materials especially designed to enable each individual student to start where he/she is in reading achievement.

SRA Reading Laboratory IVa is particularly designed for students who are able to read at the eighth grade level or above. It is an effective developmental reading tool for college students who have missed having a reading program in high school.

Labs IIIa and IVb are almost completely student operated after the instructor has introduced the students to them. Each student can carry on his individualized program for improving his/her reading skills.

The Imperial Aural Reading Lab consists of forty tape recorded lessons with story cards for each lesson. Each tape is approximately twenty-two minutes in length. Each lesson or story is divided into two parts. The first section, featuring a man's voice, incorporates vocabulary development, motivational materials, a comprehension check, and an "effective rate" check on an exercise combining speed and comprehension. The last portion of each tape is devoted to the development of a specific word attack skill and features the voice of a woman narrator.

Reading materials used in the lab have been chosen to provide a balanced program of fact and fiction.

Language arts materials for adult programs must catch and challenge the student's interest and not culminate in repetitious busy work. Adults should not be encouraged to compete against each other. Every person is different and should progress at his/her own rate of speed.

Aristotle, the great Greek philosopher, was tutor to the future king, Alexander the Great. One day they were doing a lesson in mathematics which required many calculations; Alexander, always impatient, suddenly threw aside his work and exclaimed: "Why must I go through all these little steps? Why can't I get the answer immediately? I'm the future king!"

"There is no royal road to knowledge," answered the tutor. There is no royal road to knowledge. There is no short cut to any branch of learning. This is especially true for language arts; but a systematic individual approach to learning is the way you make a royal road of knowledge for language arts.

C. MATH MATERIALS

This portion of the report will be devoted to a brief description of frequently used materials in the area of Mathematics Instruction.

Basic Mathematics With Emphasis On Error Elimination is a self-instruction text-workbook. The book is designed to help beginning and remedial students in addition, subtraction, multiplication and division of whole numbers.

If you are having trouble with basic mathematics this text will help find

out why and will teach those things needed to know. It is not necessary to study anything already known. Lessons that give no trouble can or may be skipped, to other parts that gives more difficulty.

Fractions Package

This program is a series of nine booklets designed for remedial work with youth and adults. The nine booklets are: Introduction To Fractions, Reducing Fractions, Lowest Common Denominator, Improper Fractions, Mixed Fractions, Adding Fractions, Subtracting Fractions, Multiplying Fractions and Dividing Fractions. Each of the four programs has been developed to assist the pupil to remedy a computational weakness. This material has been limited in technical terminology and background information to that considered necessary for the mastery of the skills involved.

Vocational Mathematics for Business is a text-workbook in basic Mathematics. The first six chapters have twenty assignments and cover decimals, fractions, equivalents, percents, denominate numbers and shortcuts to provide a strong mathematical background.

Each chapter is divided into sections that discuss various aspects of the chapter topic. In turn each section is divided into parts which explain the computational procedures with detail examples. The titles of these parts can serve as a basis for an outline of the behavioral objectives of the measurable skills expected of the student.

Decimals and Percentage I and II are self instructional programs developed

in a manner which maximizes its ability to teach. The student who follows directions for their use will learn its content with little help from the Instructor.

The material in this book is presented in the form of a program for self-instruction. The subject matter has been broken into small steps, or frames. At each frame you are asked for information about what you have just learned. You learn efficiently by studying and answering each frame separately.

Usually, the most effective way to study a program for self-instruction is to study each frame carefully. Cover with a sheet of paper or an index card all of the material on the page below the frame which you are studying. Study definition and formulas thoroughly as you go along. You will acquire new information, step by step, as you go through this self-instructional course. After studying a question frame, write out your answer fully on a separate piece of paper. Then, move the covering sheet down the page until you uncover the correct answer beside the next question frame. Compare your answer with the answer given in the book.

The Use of Decimals in ASMD

This is a programmed instructional product. It is self-instructional and contains all the directions and information normally required by members of the target population. Students are directed to write their answers and

contains all the directions and information normally required by members of the target population. Students are directed to write their answers and to check (and correct if needed) their own work by the answer given. Each student will work at his/her own rate. Mature and motivated students may take this program without any assistance.

The purpose of this booklet is to teach the operation of addition, subtraction, multiplication and division. The course is designed for adults who are deficient in basic arithmetic operation of decimal percentages. However, before entering into this text on decimals, the students must be able to demonstrate skills in addition, subtraction, multiplication, and division of whole numbers.

The GED Skills Pack Series is a self development audio action skill pack which is an effective means of learning. These skill packs are designed to provide the following:

1. Individualized Instruction
2. Positive Motivation Through Instant Reinforcement
3. Pacing According to the Learning Rate of Each Student
4. Active Involvement

In each pack there is a Pre-Test (Card Number 0). Each student should take the Pre-Test in order to help him/her identify the objectives and concepts of the pack.

In each pack there is a Post-Test (Card Number 00) which enables the

students and teachers to quickly identify the performance objectives of each program and their relationship to the curriculum.

The Adult Development Skill Pack Series is designed to provide basic education for persons who have left the traditional school system early, or who have not progressed in concert with their capabilities or maturation rate. Even though the application of the material is useful in a general education environment, it has been found that it is particularly directed to provide the student with necessary pre-employment training in basic skills and knowledge necessary to enter the labor market. This program includes: Reading, Language Arts, Mathematics, and Job Preparation.

D. GUIDANCE AND EVALUATION

Each Pre-Tech student is offered an individualized program of career exploration guidance for their selected course of study. The purpose of this is to aid the student in making a concrete career decision, to give the student specific task experiences as career information, and to reduce the probability of that student needing to change courses in mid-quarter. (Appendix #6)

A coordinated effort between the Pre-Tech staff and the Work Sample Evaluation staff has produced a well balanced, comprehensive career information package for each of the twenty-four training courses. This has been accomplished by combining the career information purchased for the Pre-Tech department with the available career information, Singer/Graflex evaluation stations and Valpar evaluation components from the Evaluation Center. Each

career information packet, using the various media, has been divided according to the training field or occupational family. Each Singer/Graflex and Valpar evaluation component has been evaluated for its congruence with the various training programs. All this occupational information and evaluation information has been incorporated with the textbooks used in each course to map out an individualized prescription for specific occupational information. Each student explores the desired occupation in terms of the training demands and the job available.

A typical Pre-Tech student who desires to enter Machine Tool Technology will blend his math, reading and English training with his/her career exploration program. These activities are scheduled according to the student's desires, needs and available time blocks. The student's objectives are to become familiar with the admissions policies, grading system, academic probation, academic dismissal, program transfer, class attendance, financial aid and other school services. The student then moves into his/her specific training area or program selection. The student's objectives are to attain knowledge about the length of training, the cost of training, the objectives of the program, and the specific courses he/she will take. Particular emphasis is placed on when each course is taken and the specific description of each course.

Upon completion of the catalog exploration, the student shifts to investigating the various textbooks used in Machine Tool Technology. A total inventory of all textbooks utilized by each department is kept in the Pre-Tech lab. This

costly information helps each student in three ways. First, the student receives very realistic information as to the academic level and academic demands of the selected training course. Secondly, the student can compare those demands to his/her willingness and ability to learn the specific information. Thirdly, the student has the textbooks to use before entering his/her program which gives him/her the advantage of preparation over a non Pre-Tech student. The availability of the textbook inventory has been most productive and effective. They have been used for math training, English training, and reading training as well as career exploration. It has also proven to be an effective tool for maintaining the motivation needed to improve basic education as the student can specifically relate the need for improvement to a specific interest area.

Each student is also given vocabulary training for career exploration. The Pre-Tech program uses the Vocational Reading Power E. S. E. A. Title III, vocational vocabulary for specific training programs. As in the use of the textbooks, these programs help the student prepare a functioning occupational vocabulary before entering a program. The use of this resource also instills a sense of career awareness and accurate expectations of the educational demands of the program. A vocabulary program for each training course is available.

The prescription then calls for the student to watch and listen to a number of audio visual programs which are related to this occupational cluster. A short overview movie of jobs is prescribed as well as two comprehensive

twenty minute interviews of an experienced person in the work field. Specific programs from the SRA Career Information Kit, SRA Handbook of Job Facts, World of Work tapes, and Guidance Associates tapes are also offered.

Through the utilization of the Dictionary of Occupational Titles and the Occupational Outlook Handbook the student learns the nature of the work, the places of employment, training, qualifications, advancement, employment outlook, working conditions and earnings. The information available from the Job Placement Coordinator is also used to give the student a more local focal on placement and earnings.

Students are also placed through the Singer/Graflex and Valpar tasks. The objective is to provide a "hands on" task experience from which the student can learn more about his/her selected training, and his/her skills and abilities to perform those tasks. For example, the Machine Tool student will complete the following task stations:

Singer/Graflex

1. Basic Tools
2. Welding and Soldering
3. Electrical
4. Drafting
5. Plumbing
6. Sheet Metal

The completion of these six stations will involve about an eleven hour investment. The student should learn about the use and names of tools, accurate measurement, drafting, design and lay-out, working with various metals, operational vocabulary and performance demands. Each student's performance is

evaluated in accord with the demands of the course.

In addition to the Singer/Graflex stations, the student's worker traits are evaluated with the appropriate Valpar Work Sample Evaluation components. The Machine Tool student will complete the following Valpar components:

1. Small Tools
2. Size Discrimination
3. Multi-Level Sorting
4. Numerical Sorting
5. Eye-Hand-Foot Coordination
6. Tri-Level Measurement
7. Soldering and Inspection
8. Whole Body Range of Motion
9. Independent Problem Solving

The results of the student's performance on these tasks will indicate the following abilities in terms of strengths and weaknesses:

1. Ability to work with tools in small areas, with blocked vision.
2. Ability to perform tasks requiring visual discrimination.
3. Ability to work with numbers and series numbers.
4. Ability to perform tasks requiring visual comparisons and proper selection of abstract designs.
5. Ability to perform tasks requiring decision making and color-letter-number discrimination.
6. Ability to maintain gross body movement and fine finger dexterity on a physical demanding task. Use of hands, arms, legs, trunk, and fingers.
7. Ability to perform simple to very complex inspection and measurement tasks. Ability to make complex decisions.

8. Ability to use eyes, hands and feet in a coordinated manner to complete a task.

The results of the student's performance on all the Valpar and Singer/Graflex tasks can be used to support a student's occupational selection or to channel a student into a more realistic career.

Finally, when the student has completed the career exploration tasks satisfactorily he/she is taken to the selected department for a course audit. The audit period is flexible and each student is given the opportunity to talk to the instructors and the students. This adds to the information the student gains about training and placement. The student can then make a concrete career decision.

Another service offered to the student by the Evaluator is vision screening and referral. Out of 106 students served, twenty-seven have been referred for corrective lenses. This service has proven to be necessary and beneficial to the student. A simple correction in vision can totally extinguish a learning disability.

The blending of the Evaluator's services and equipment with the Pre-Tech program is the foundation of the career exploration and evaluation. A wealth of information is available from this service and the expanded utilization of the equipment justifies the expense.

IV EVALUATION AND FOLLOW-UP

After a student has successfully completed the Pre-Tech program, the student is placed into the program of his/her choice, or on a waiting list for that particular program. This is handled through the office of admissions. If the student goes directly into a program of study, periodic checks in the form of a follow-up will be done to check the academic progress of the student. These checks are made through the instructors of each department in which the student is enrolled. Information gathered is used to determine if the student is progressing at a rate that is expected of the class or if additional help is needed from the Pre-Tech staff to further help this student. If it is determined by the department and Pre-Tech staff members that this student needs additional help, the student will be re-admitted to work on the area that needs improving.

Follow-up is made during the quarter and at the end of every quarter. Each follow-up report is carefully checked. Information on the check list includes information about the students general progress in the curriculum. The main subjects inquired about are Math and Language (Reading and Spelling). A check on the student attendance, attitude, understanding concerning the material, and work habits are thoroughly checked. A rating scale from very good to poor is utilized to grade each individual. (Appendix #7)

V STATISTICAL DATA

The Pre-Tech program served 106 people between July 15, 1976, and April 29, 1977. An additional 45 people had been tested for Pre-Tech with the TABE, been scheduled for entrance, but did not show up to start class.

Of the 106 people who were served, 58 completed their work and met required scores upon post-testing. Twenty-six of these are currently enrolled in regular programs and the other 32 are on a waiting list for their particular program. Forty-eight students dropped out of Pre-Tech before completion.

The pre-test averages shown below are for all 106 pre-tested, for those completing Pre-Tech, and for those dropping out before completion.

PRE-TEST AVERAGES

	Vocab.	Reading Comp.	Math Reasoning	Math Funda.	English Mechanics	Spelling
Total Group (106)	7.4	7.4	7.3	7.2	7.2	8.6
Completions (58)	8.1	7.9	7.8	7.6	7.8	9.3
Dropouts (48)	6.6	6.7	6.7	6.7	6.6	7.7

The above figures indicate that on the average, the students completing Pre-Tech score approximately one grade level higher on the pre-test than those not completing.

The following table shows the percent of people exempt from the six sections. In this report, Group A refers to those people currently in regular programs, Group B are people who have completed Pre-Tech and are on the waiting list, and Group C are the dropouts.

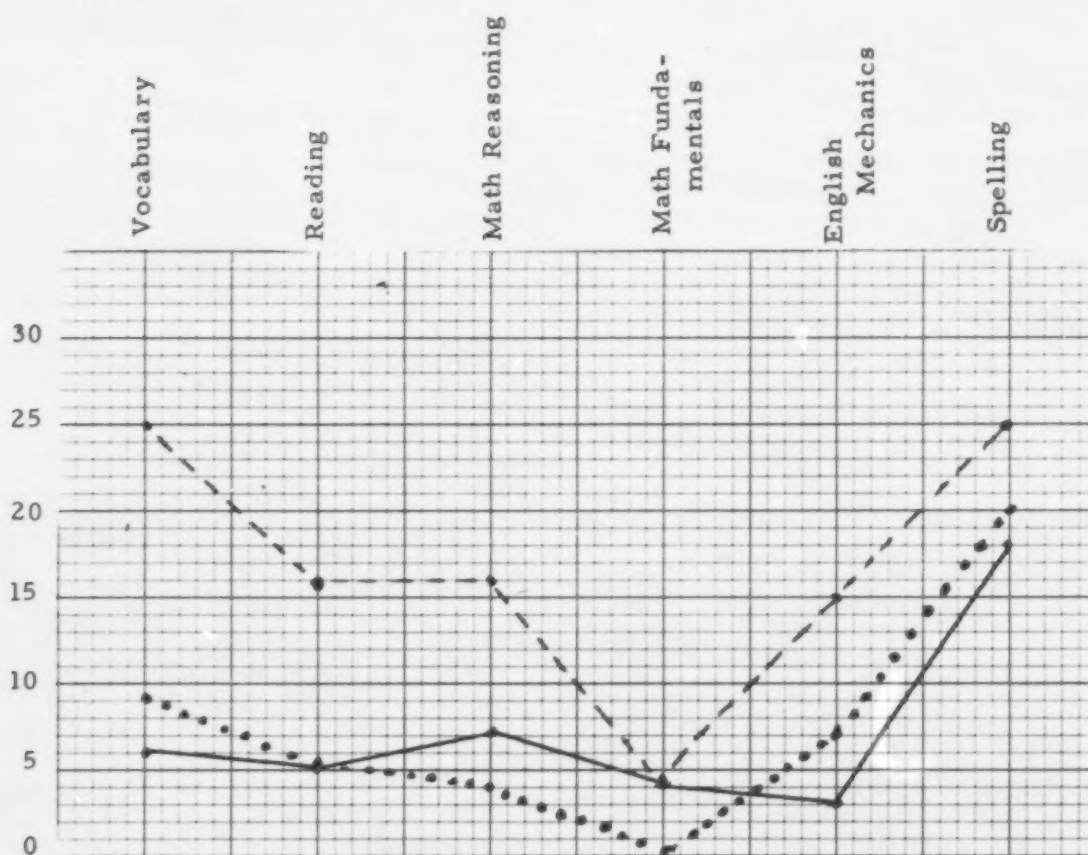
PERCENT OF EXEMPTIONS

	Vocab.	Reading Compre.	Math Reasoning	Math Funda.	English Mechanics	Spelling
Group A	23%	19%	27%	15%	12%	69%
Group B	78%	50%	50%	13%	47%	78%
Group C	19%	10%	8%	0%	15%	42%

PRE-TEST RANGES

Grade Level	3	4	5	6	7	8	9	10	11	12	13
Vocabulary	_____										
Reading Comprehension	_____										
Math Reasoning	_____										
Math Fundamental	_____										
English Mechanics	_____										
Spelling	_____										

SUB-SECTION EXEMPTIONS BY GROUP



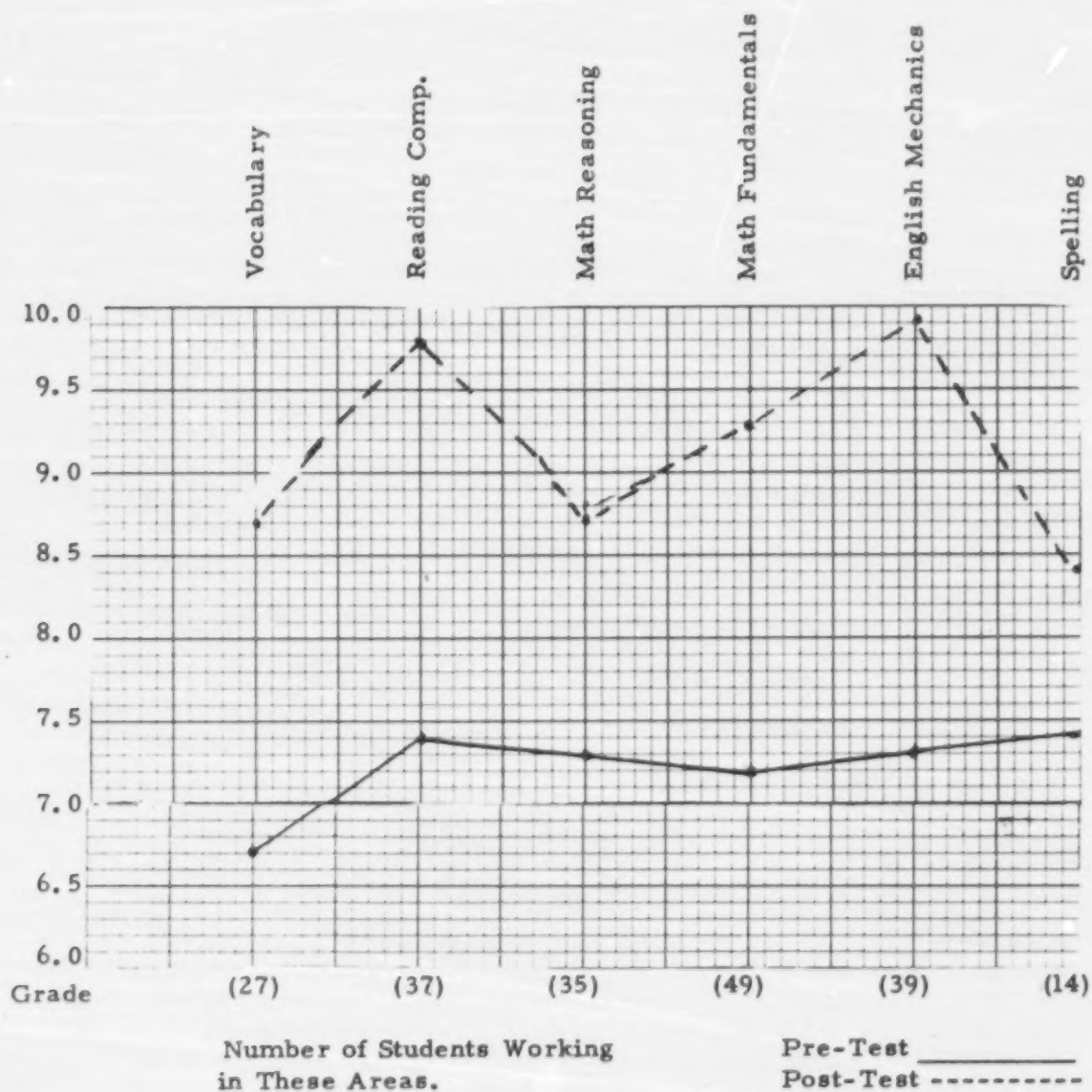
of Students Exempted

Group A (Enrolled) (26) _____

Group B (Waiting List) (32) -----

Group C (Dropouts) (48)

AVERAGE PRE-TEST AND POST-TEST SCORES FOR COMPLETORS
(does not include exemptions)



AVERAGE GRADE GAIN

Vocabulary	Reading Comprehension	Math Reasoning	Math Fundamentals	English Mechanics	Spelling
+2.0	+2.4	+1.4	+2.1	+2.6	+1.0

SUMMARIZATION OF STATISTICS

Pre-Tech: July 15, 1976 to April 29, 1977

Total Enrolled	106
Total Completed	58
In Programs	26
On Waiting List	32
Total Dropped	48

	Vocab.	Reading Comp.	Math Reas.	Math Fund.	Eng. Mech.	Spelling
Average Pre-Test for 106	7.4	7.4	7.3	7.2	7.2	8.6
Average Pre-Test for Completions	8.1	7.9	7.8	7.6	7.8	9.3
Average Pre-Test for Dropouts	6.6	6.7	6.7	6.7	6.6	7.7
Average Pre-Test for Completions Not Exempt	6.7	7.4	7.3	7.2	7.3	7.4
Average Post-Test for Completions Not Exempt	8.7	9.8	8.7	9.3	9.9	8.4
Average Amount of Gain	+2.0	+2.4	+1.4	+2.1	+2.6	+1.0
Average Amount of Gain Needed to Reach Required Score	+1.6	+1.3	+1.0	+1.1	+1.2	+1.2

Due to lack of clerical help, the time spent in Pre-Tech was not divided into time spent in each of the six TABE areas. The following chart does show the average amount of time spent in Pre-Tech.

AVERAGE TIME

All 106	7635 hours	Average	72.0
58 Completions	4870 hours	Average	83.9
Dropouts	2765 hours	Average	57.6

The 83.9 hours average for completion may be translated into approximately six weeks if the student spends three hours a day in the Pre-Tech lab.

We attempted to determine reasons for students dropping out of Pre-Tech before completion. For the 48 students who dropped out, the following reasons were established:

Got a job - 13

Don't know - 11

Lack of transportation - 6

Medical reasons - 4

Indifference - 4

Transferred to a night program - 3

Entered service - 3

Academic dismissal due to lack of progress - 2

Family problems - 1

Financially unable to continue - 1

A profile of each student follows. Students Number 1-26 are those currently in regular programs, 27-58 are those on the waiting list, and 59-106 are those people who dropped out. Included are the students' pre- and post-test scores and grade gain, and hours attended. Some of the people in Group C had retaken parts of the TABE before they stopped attending; these post-test scores are shown on their profiles.

NO.	VOCAB.			READING COMPREHENSION			MATH REASONING			MATH FUNDAMENTALS			ENGLISH MECHANICS			SPELLING			HOURS
	PRE	POST	CHG	PRE	POST	CHG	PRE	POST	CHG	PRE	POST	CHG	PRE	POST	CHG	PRE	POST	CHG	
1	8.5	ex		9.2	ex		7.8	ex		6.1	7.6	+1.5	7.4	ex		7.8	ex		35
2	7.1	9.7	+2.8	7.4	8.3	+ .9	8.4	ex		7.2	8.2	+1.0	6.3	12.1	+5.8	9.1	ex		97
3	7.7	8.8	+1.1	8.4	10.6	+2.2	7.9	9.4	+1.5	7.9	9.6	+1.7	7.4	10.0	+2.6	10.1	ex		91
4	8.8	ex		8.3	ex		7.9	9.3	+1.4	7.1	9.1	+2.0	7.8	9.9	+2.1	8.7	ex		104
5	7.8	9.6	+1.8	7.4	10.3	+2.9	8.4	ex		8.9	ex		12.4	ex		11.3	ex		35
6	6.4	8.7	+2.3	8.3	10.5	+2.2	7.2	8.5	+1.3	6.9	8.5	+1.6	6.7	9.8	+3.1	9.4	ex		111
7	7.2	8.8	+1.6	7.9	9.3	+1.4	6.6	9.8	+3.2	6.9	8.7	+1.8	7.6	10.7	+3.1	9.1	ex		113
8	6.6	10.1	+3.5	6.7	9.6	+2.9	7.2	8.1	+ .9	7.8	8.6	+ .8	5.9	12.9	+7.0	10.1	ex		158
9	7.4	7.8	+ .4	7.9	8.9	+1.0	9.1	ex		9.6	ex		8.1	9.8	+1.7	9.1	ex		130
10	4.2	8.6	+4.4	5.8	8.9	+3.1	5.6	8.8	+3.2	6.7	9.0	+2.3	7.2	9.1	+1.9	8.1	9.1	+1.0	361
11	6.1	8.2	+2.1	6.5	10.4	+3.9	7.9	ex		8.4	ex		7.8	9.1	+1.3	8.7	9.8	+1.1	161
12	4.8	9.3	+4.5	6.8	11.5	+4.7	7.7	8.6	+ .9	8.0	8.9	+ .9	7.6	9.9	+2.3	8.7	ex		149
13	8.3	10.0	+1.7	8.9	11.3	+2.4	7.8	8.3	+ .5	7.5	9.1	+1.6	8.1	9.1	+1.0	11.8	ex		85
14	10.7	ex		9.7	ex		9.1	ex		7.9	10.1	+2.2	11.1	ex		10.1	ex		8
15	7.8	9.3	+1.5	7.2	9.3	+2.1	7.9	9.0	+1.1	7.0	9.4	+2.4	8.6	9.9	+1.3	8.3	9.1	+ .8	114
16	9.8	ex		7.4	9.0	+1.6	7.2	9.0	+1.8	7.4	11.6	+4.2	7.0	10.6	+3.6	8.1	8.1		32
17	7.7	8.6	+ .9	6.8	9.3	+2.5	7.2	9.0	+1.8	8.8	9.4	+ .6	7.1	9.5	+2.4	7.3	9.1	+1.8	189
18	7.2	9.3	+2.1	6.8	8.5	+1.7	6.4	7.3	+ .9	6.0	9.3	+3.3	6.5	8.6	+2.1	8.7	ex		78
19	6.0	8.5	+2.5	5.7	10.8	+5.1	6.6	9.0	+2.4	5.6	8.7	+3.1	5.7	8.8	+3.1	6.7	8.1	+1.4	211
20	9.2	ex		9.5	ex		7.9	9.1	+1.2	6.8	8.2	+1.4	8.3	10.5	+2.2	8.3	9.8	+1.5	47
21	9.2	ex		9.1	ex		7.9	9.4	+1.5	7.3	8.1	+ .8	8.3	9.9	+1.6	10.4	ex		42
22	7.6	7.9	+ .3	7.9	9.3	+1.2	7.7	ex		9.1	ex		8.0	8.8	+ .8	9.1	ex		96
23	7.7	7.7		7.6	11.1	+3.5	7.2	7.4	+ .2	7.8	9.3	+1.5	6.9	8.4	+1.5	10.4	ex		96
24	5.7	7.6	+1.9	6.5	9.3	+2.8	7.5	9.0	+1.5	7.4	8.8	+1.4	6.9	10.0	+3.1	8.7	ex		153
25	4.8	7.8	+3.0	6.0	8.7	+2.7	6.7	8.2	+1.5	6.4	9.2	+2.8	7.6	9.1	+1.5	8.7	ex		187
26	6.0	9.6	+3.6	5.9	10.1	+4.2	6.7	9.1	+2.4	6.6	9.2	+2.6	5.6	9.1	+3.5	7.5	7.8	+ .3	347
27	9.8	ex		10.8	ex		9.4	ex		7.9	9.8	+1.9	8.2	12.9	+4.7	9.8	ex		63
28	6.8	8.5	+1.7	6.9	7.6	+ .7	8.1	ex		7.6	9.5	+1.9	6.9	ex		7.8	ex		9
29	8.0	9.7	+1.7	7.7	10.4	+2.7	7.4	8.0	+ .6	6.9	10.1	+3.2	7.4	10.1	+2.7	9.8	ex		105
30	8.8	ex		8.8	ex		7.9	7.9		7.3	10.1	+2.8	10.5	ex		9.8	ex		56
31	9.0	ex		9.3	ex		9.3	ex		8.0	10.2	+2.2	7.2	9.2	+2.2	6.4	8.2	+1.8	84
32	8.6	ex		8.7	ex		7.5	8.8	+1.3	7.3	8.1	+ .8	8.0	ex		10.8	ex		24
33	9.4	ex		8.3	9.8	+1.5	9.4	ex		8.3	9.4	+1.1	10.7	ex		11.8	ex		22
34	8.3	ex		8.4	ex		7.9	ex		7.0	9.0	+2.0	6.4	ex		9.1	ex		58
35	9.4	ex		7.9	10.8	+2.9	9.1	ex		7.3	10.1	+2.8	8.2	9.1	+ .9	5.8	7.8	+2.0	72

NO.	VOCAB.			READING COMPREHENSION			MATH REASONING			MATH FUNDAMENTALS			ENGLISH MECHANICS			SPELLING			HOURS
	PRE	POST	CHG	PRE	POST	CHG	PRE	POST	CHG	PRE	POST	CHG	PRE	POST	CHG	PRE	POST	CHG	
36	9.3	ex		7.5	9.7	+2.2	8.5	ex		10.4	ex		10.2	ex		12.9	ex		75
37	9.4	ex		8.0	11.1	+3.1	6.0	8.8	+2.8	7.1	9.9	+2.8	3.0	9.9	+6.9	8.7	10.3	+1.6	95
38	9.0	ex		8.5	ex		7.5	8.6	+1.1	6.6	10.0	+3.4	8.8	ex		10.8	ex		52
39	7.1	ex		5.7	8.7	+3.0	6.9	7.3	+ .4	6.4	7.6	+1.2	5.9	7.4	+1.5	7.0	ex		125
40	9.0	ex		7.9	ex		8.4	ex		7.0	8.2	+1.2	7.4	ex		8.1	ex		27
41	6.0	10.1	+4.1	8.7	10.8	+2.1	7.2	8.3	+ .9	7.1	10.9	+3.8	7.8	10.4	+2.6	10.1	ex		82
42	8.8	ex		10.7	ex		8.6	ex		7.1	8.9	+1.8	8.8	ex		10.4	ex		25
43	9.0	ex		7.9	ex		6.4	9.7	+3.3	7.4	8.9	+1.5	7.6	10.0	+2.4	9.1	ex		45
44	5.7	6.9	+1.2	7.8	ex		8.3	ex		8.3	ex		6.7	ex		8.1	ex		2
45	6.9	7.9	+1.0	8.1	10.3	+2.2	8.1	ex		10.4	ex		8.9	ex		11.8	ex		10
46	10.0	ex		9.7	ex		8.3	ex		7.9	ex		8.3	10.6	+2.3	11.8	ex		12
47	9.6	ex		8.8	8.8		8.6	9.3	+ .7	7.6	10.1	+2.5	8.2	8.8	+ .6	6.7	7.8	+1.1	106
48	10.0	ex		7.2	9.3	+2.1	10.2	ex		8.4	9.9	+1.5	6.2	10.2	+4.0	7.5	8.1	+ .6	43
49	11.1	ex		8.1	ex		7.9	9.9	+2.0	7.3	9.2	+1.9	7.6	ex		10.8	ex		48
50	9.0	ex		8.9	ex		7.5	8.4	+ .9	7.5	8.6	+1.1	10.5	ex		10.8	ex		64
51	11.3	ex		10.1	ex		9.0	ex		7.9	9.9	+2.0	9.9	ex		12.4	ex		15
52	8.5	ex		7.4	ex		6.7	6.9	+ .2	7.2	7.6	+ .4	7.2	ex		9.4	ex		48
53	8.0	9.1	+1.1	7.9	11.1	+3.2	7.2	9.4	+2.2	7.7	12.9	+5.2	9.4	ex		10.4	ex		59
54	9.4	ex		7.8	10.6	+2.8	10.2	ex		9.6	ex		7.7	10.7	+3.0	9.4	ex		10
55	8.0	ex		8.0	9.6	+1.6	9.0	ex		7.6	8.8	+1.2	7.2	9.6	+2.4	6.1	6.1		51
56	9.4	ex		8.3	12.0	+3.7	8.4	10.6	+2.2	7.6	9.9	+2.3	8.9	12.9	+4.0	7.5	7.5		31
57	10.9	ex		10.3	ex		7.7	9.1	+1.4	7.4	10.4	+3.0	8.2	12.9	+4.7	12.4	ex		11
58	7.2	9.1	+1.9	8.0	10.1	+2.1	8.1	9.0	+ .9	7.7	9.3	+1.6	8.5	9.4	+ .9	13.0	ex		101
59	6.9			5.9			5.5			6.5			4.4			7.0	ex		8
60	4.5			5.8			6.0			5.7			5.2			4.3			203
61	7.6			6.9			6.9			7.2			7.3			10.8	ex		9
62	9.4	ex		7.9	ex		6.6	7.5	+ .9	7.0	9.0	+2.0	8.1	8.6	+ .5	8.7	ex		428
63	7.2			6.5			6.7			7.3			7.3			8.1			11
64	8.8			9.8	ex		9.1	ex		8.5			10.5	ex		10.1	ex		20
65	4.0			5.5			6.6			6.6			5.9	6.0	+ .1	5.1	5.6	+ .5	44
66	4.0			4.3			5.0			6.3			3.8			5.6			84
67	8.0			7.4			7.8			7.4	9.7	+2.3	8.8	ex		9.8	ex		10
68	7.8			7.7			5.3			6.0			3.2			7.8			9
69	5.3			4.2			6.1			6.1			3.0			5.3			15
70	7.2			6.9			5.5			6.2			6.7			9.1	ex		14
71	8.5	ex		8.7	ex		7.7			6.4			7.6			7.8			9

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NO.	VOCAB.			READING COMPREHENSION			MATH READING			MATH FUNDAMENTALS			ENGLISH MECHANICS			SPELLING			HOURS
	PRE	POST	CHG	PRE	POST	CHG	PRE	POST	CHG	PRE	POST	CHG	PRE	POST	CHG	PRE	POST	CHG	
72	10.5	ex		9.7	ex		7.2			6.6			7.8			8.1			14
73	5.2	6.9	+1.7	5.0	6.5	+1.5	6.2	6.5	+ .3	7.0	7.8	+ .8	5.2			8.7	ex		416
74	8.5	9.3	+ .8	7.9	8.9	+1.0	8.4			7.4	8.6	+1.2	9.1	ex		10.4	ex		25
75	7.6			9.2	ex		8.1			7.9			8.5	ex		11.3	ex		20
76	5.2			5.9			6.9			6.6			6.9			6.4			21
77	3.0			4.5			6.0			6.5			3.0			3.8			10
78	6.0			4.4	5.2	+ .8	6.0	7.9	+1.9	7.2	8.2	+1.0	7.2	7.4	+ .2	7.0			70
79	7.2	ex		6.9	ex		7.4	ex		6.9			6.4			10.4	ex		3
80	5.5	10.7	+5.2	6.5	11.9	+5.4	5.5			6.4			5.7	7.6	+ .9	5.3	6.2	+ .9	106
81	5.0			6.6			6.1			6.4			3.0			4.8			108
82	3.8			5.8			6.0			5.7			6.5			5.6			23
83	7.7			7.2	10.8	+3.6	7.8	7.9	+ .1	7.8	11.7	+3.9	7.8	8.8	+1.0	6.1			51
84	4.8			6.0			7.4			6.4	8.0	+1.6	6.3			4.8			42
85	3.4			4.7			4.9			5.1			3.0			4.6			16
86	8.2	ex		8.8	ex		6.6			6.9			8.2			8.7	ex		18
87	6.1			6.9			6.9			7.0			8.1	8.6	+ .5	11.8	ex		34
88	7.1			8.7	ex		7.5			7.4			10.3	ex		12.4	ex		3
89	8.0			8.8			7.4			6.8			9.9	ex		13.0	ex		7
90	5.7	9.0	+3.3	5.5	9.3	+3.8	6.1	7.0	+ .9	6.4	7.8	+1.4	6.5	8.7	+2.2	6.1	8.3	2.2	302
91	6.1			6.3			5.9	6.9	+1.0	6.9	8.6	+1.7	6.6	8.0	+1.4	7.8			72
92	9.4	ex		9.5	ex		9.3	ex		7.2			8.8	ex		9.4	ex		6
93	7.4			5.7			6.6			5.6			7.1	8.0	+ .9	7.5			43
94	6.9			7.7			7.9	8.4	+ .5	7.7	7.9	+ .2	7.5	8.2	+ .7	9.4	ex		60
95	10.7	ex		8.8	ex		8.1	ex		6.9			10.9	ex		11.8	ex		21
96	3.4			3.9			6.9			7.3			3.6			4.8			20
97	5.2	6.8	+1.5	5.7	6.7	+1.0	5.9			6.0			5.5	7.8	+2.3	6.7	8.1	+1.4	126
98	7.7			7.8			7.5			6.9			4.9			6.7			10
99	9.8	ex		7.2			7.2			7.1			6.7			9.4	ex		18
100	5.7			7.4			6.7			6.6			6.5			8.3			12
101	8.0			7.2	8.7	+1.5	8.1			7.2			8.6	9.1	+ .5	8.3			79
102	6.9			7.4			5.9			6.0			5.7			9.4	ex		3
103	9.4	ex		9.5	ex		7.2			6.5			6.5			7.0	ex		31
104	3.0			5.3			5.8			5.3			7.1			5.3			68
105	4.0			3.7			5.8			6.9			4.9			5.3			30
106	6.0			6.3			7.8			7.8			6.6			6.1			13

REFERRAL FORM

Signed _____

APPENDIX #2

Athens Tech Memorandum

To: Prospective Students

From: Carroll D. Humphries, Associate Director - Student Affairs

Date:

Subj: TABE Testing

During our interview, I spoke with you about the necessity of some additional testing to determine your strengths and weaknesses in reading, math, and language. This test, called the Test of Adult Basic Education, will be given on Friday, beginning promptly at 8:45 a. m., in Room 301.

The tentative test schedule is:

Reading	-	9:00 a. m.	-	10:30 a. m.
Arithmetic	-	10:50 a. m.	-	11:30 a. m.
Break (Lunch)	-	11:30 a. m.	-	12:10 p. m.
Language	-	12:10 p. m.	-	1:30 p. m.
Interpretation of Test Scores	-	1:30 p. m.	-	2:00 p. m.

The results of the test will be explained to you, and at that time it will be decided whether or not you need to enroll in the Pre-Tech program to do some preparatory or brush-up work before actually enrolling in a training program, such as Auto Mechanics or Practical Nursing.

If you have any questions, please do not hesitate to call upon me.

**athens tech**

U.S. 38 North, Athens, GA 30601

Robert G. Shelnutt, Director



Dear _____:

Starting July 19, 1976 the Pre-tech class at Athens Tech will be able to serve you from 8:30 a.m. until 9:30 p.m., Monday through Thursday, and from 8:30 a.m. until 3:00 p.m. Friday. You have been scheduled to start pre-tech on _____. Please report to Mr. Eddie Scotland's office at _____. If this does not meet with your satisfaction please call Mr. Scotland or Mrs. Slusher at 549-2360 so other arrangements can be made for you.

Please let us know if you decide not to attend pre-tech, which you must do in order to enroll in Athens Tech. In the event you do not come in on the above date or call, we will assume you are no longer interested in attending Athens Tech. However, if in the future you do wish to attend, please contact us so we may set up a program of study for you.

Sincerely,

Pearl A. Slusher

Eddie R. Scotland, Recruiter

APPENDIX #4

ATHENS AREA VOCATIONAL-TECHNICAL SCHOOL PRE-TECH COMPLETION REPORT

Name _____ Enrollment Date _____
Completion Date _____

Program desired _____		Read. Comp.	Math Res.	Math Fund.	Eng. Mech.	Spelling
Scores required	Vocab _____	_____	_____	_____	_____	_____
TABE Scores						
Pretest	_____	_____	_____	_____	_____	_____
Posttest	_____	_____	_____	_____	_____	_____

COMMENTS:

Date

Learning Manager

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APPENDIX # 6

CAREER EXPLORATION PRESCRIPTION

MACHINE TOOL TECHNOLOGY

- I. School Catalog
 - A. General Information
 - B. Program Information
- II. Textbooks
 - A. Course Texts
 - B. Math Texts
 - C. Title III Vocabulary
- III. Departmental Information
 - A. Departmental Printout
- IV. SRA Career Information Kit
 - A. Metal Work: (611 All)
- V. Handbook of Job Facts
 - A. Page 67
- VI. Interview Reel Tapes
 - A. Machinist
 - B. Tool Die Worker
- VII. Fairchild Movie
 - A. Machine Technology

- VIII. Fasinating World of Work
 - A. Film/tape Volume III
- IX. Occupational Outlook Handbook
 - A. Various Jobs From Index
- X. Singer/Graflex Work Samples
 - A. Basic Tools
 - B. Soldering and Welding
 - C. Electrical
 - D. Drafting
 - E. Plumbing
 - F. Sheet Metal
- XI. Valpar Work Sample
 - A. Small Tools
 - B. Whole Body Range of Motion
 - C. Tri-Level Measurement
 - D. Multi-Level Sorting
 - E. Numerical Sorting
 - F. Eye-Hand-Foot Coordination
 - G. Size Discrimination
 - H. Soldering and Inspection
 - I. Independant Problem Solving
- XII. Machine Tool Technology Audit
 - A. Instructors
 - B. Students
 - C. Academic Material
 - D. Equipment

Priority	Course Code	Material	Time	Test	Grade	Test	Grade	Test	Grade	Date Comp
1	214	English 2200, Frames 2-85, 1527-1554	1							
	231	English 2600, Frames 2-64, 1043-1106	1 1/2							
	268	Writing Skills I: Frames 1-74	1							
2	262	LSI: Capitalization, Frames 1-48	1/2							
	201	Programmed English Skills: Capitalization Frames 1-43	1/2							
	277	Individualized Usage and Composition: pages 22, 86, 87	1/2							
3	263	LSI: Capitalization Frames 45-118	1							
	203	Programmed English Skills: Capitalization; Frames 53-73, 165-208	1							
	229	English 2200, Frames 2198-2211	1/2							
4	264	LSI: Capitalization Frames 135-220	1							
	102	Programmed English Skills: Capitalization, Frames 53-73, 165-208	1							
	227	English 2200, Frames 2120-2195, 2212-2218	1							
5	240	English 2600, Frames 2051-2137	1							
	265	LSI: Punctuation, Frames 1-80	1/2							
	222	English 2200, Frames 1698-1745	1/2							
6	270	Teach yourself English, pages 106-107	1/2							
	266	LSI: Punctuation, Frames 61-85	1/2							
	226	English 2200, Frames 2029-2084	1/2							
7	272	Teach yourself English, pages 106-107	1/2							
	244	English 2600, Frames 2569-2610	1/2							
	207	Programmed English Skills: Commas; Frames 1-164, 177-352	2 1/2							
8	208	LSI: Punctuation, Frames 85-209	1 1/2							
	271	Individualized Usage and Composition, pages 79, 81-85, 88	1/2							
	223	English 2200, Frames 1747-1913	1 1/2							
9	242	English 2600, Frames 2251-2441	2							
	267	LSI: Punctuation, Frames 200-212	1/2							
	225	English 2200, Frames 1915-1974	1/2							
10	275	Individualized Usage and Composition pages 28-29, 37	1/2							
	243	English 2600, Frames 2443-2484, 2529-2541	1/2							
	210	LSI: Verbs, Modifiers and Pronouns, Frames 187-220	1/2							
7	221	English 2200, Frames 1117-1170	1							
	279	Individualized Usage and Composition, pages 58-62	1/2							
	284	Teach yourself English, pages 24-25	1/2							
7	239	English 2600, Frames 1852-1933	1							
	209	LSI: Verbs, Modifiers and Pronouns, Frames 1-104	1							
	212	LSI: Verbs, Number and case, Frames 1-119	1							
7	218	English 2200, Frames 505-661, 775-841	1 1/2							
	205	Programmed English Skills: Agreement of subject and verb Frames 1-225	1 1/2							
	235	English 2600, Frames 1195-1277, 1458-1520	1 1/2							

Priority	Code	Material	Time	Test	Grade	Test	Grade	Test	Grade	Date
	134	Basic Math (TECO), pages 1-19	1 $\frac{1}{2}$							
	028	Introduction to Mathematics, section one; 292-351	1							
	146	Basic Math (TECO), pages 20-37	1							
	029	Introduction to Math, section one; frames 400-469	1							
	137	Basic Math (TECO), pages 62-88	1							
	030	Introduction to Math, section one; frames 480-580	1 $\frac{1}{2}$							
	032	Introduction to Math, section one, frames 581-848	1 $\frac{1}{2}$							
	150	Basic Math (TECO), pages 89-109	1							
	085	Introduction to Math, section one; frames 1-291	1 $\frac{1}{2}$							
	085	Basic Math I, pages 19-47	1 $\frac{1}{2}$							
	022	Fraction Package, units 1-6	2							
	033	Introduction to Math, Section two; frames 1127-1285	2							
	023	Fraction Package, unit 7	1 $\frac{1}{2}$							
	034	Introduction to Math, section two; 1286-1383, 1491-1547, 1897-1902	1 $\frac{1}{2}$							
	024	Fraction Package, unit 8	1 $\frac{1}{2}$							
	035	Introduction to Math, section two; 1548-1644, 1903-1913	1 $\frac{1}{2}$							
	025	Fraction Package, unit 9	1 $\frac{1}{2}$							
	036	Introduction to Math, section two; 1645-1746, 1914-1927	1 $\frac{1}{2}$							
1, 62, 72,	155	Decimals in ASMD, Including Z; pages 1-24	1							
3, 74	019	Vocation Math in Business, pages 81-86	1							
0-71(75)	047	Introduction to Math, section four; frames 3052-3222	1							
	156	Decimals in ASMD, Including Z; pages 15-36	1							
	140	Decimals and Percent II, frames 859-1014	1							
A	157	Decimals in ASMD, including Z; pp. 37-60	1 $\frac{1}{2}$							
	042	Introduction to Math, section three; frames 2334-2437	1 $\frac{1}{2}$							
	052	TESTS								
	112									
	037									
	152									
	089	Finding Square Roots	2							
	158	Introduction to Math, section three; frames 2662-2718	1 $\frac{1}{2}$							
	049	Introduction to Math, section four; frames 3223-3324	2							
	031	Introduction to Math, section one; frames 512-546	1 $\frac{1}{2}$							
	159	Introduction to Math, section four; frames 3808-3891	1							
	160	Introduction to Math, section four; frames 3479-3807	2 $\frac{1}{2}$							
	082	Introduction to Math, section four; frames 3913-3936	1 $\frac{1}{2}$							
	076	Craig Reader: Positive and Negative Number	1							
	061	Craig Reader: How to Solve Simple Algebraic Equations	1							
	077	Algebra I, Frames 625-675								
	099	Programmed Math, Book 4								
	101	Programmed Math, Book 5								
	103	Programmed Math, Book 6								
7	105	Programmed Math, Book 7								75
	107	Programmed Math, Book 8								

PRE-TECH FOLLOW-UP (PROGRESS REPORT)

FORM

NAME _____ PROGRAM _____ DATE ENTERED _____

(DATE)	VG	G	F	P	(DATE)	VG	G	F	P	(DATE)	VG	G	F	P	(DATE)	VG	G	F	P
General Progress in Curriculum																			
MATH																			
Reading/ Language																			
Spelling																			
Adjustment a. attendance b. attitude c. understanding d. work habits e.																			
INSTRUCTORS:					INSTRUCTORS:					INSTRUCTORS:					INSTRUCTORS:				
76															77				